

SEND Information Report

SCHOOL NAME:	Ellingham C of E Primary School		
TYPE OF SCHOOL:	Mainstream	Primary 4-11 years	
	Including a Community Powers Early Years Unit	3-4 year olds	
ACCESSIBILITY:	Fully wheelchair accessible	Yes	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes – All teachers and teaching assistants have training, experience and expertise in identifying and supporting children who may have additional needs. All staff work closely with our SENCo, Diane Lakey, in planning and offering initial support, making referrals and carrying out interventions.</p>		
POLICIES:	Are the school policies available on the website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITIES	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength: All of our Teaching Support staff are qualified to at least Level 3 and have a wide range of experience in working with pupils with additional needs or disabilities, in particular, Autistic Spectrum Disorder. We have one TA with Qualified Teacher Status, one Higher Level Teaching Assistant and one with an Autistic Spectrum Disorder Level 3 qualification. One of our Teaching Assistants has a Foundation Degree in Counselling.</p> <p>Specialist Facilities/Equipment to support SEND: Three access ramps; two disabled toilets and nappy changing area.</p> <p>Input from Therapists/Advisory Teachers/other specialist support services: We access support from our SEND Support Services – including access to Educational Psychology, Occupational Therapy, School Nurse, Inclusion support, Behaviour Support, Literacy support, Speech and Language Therapy and Education Welfare. We are also able to access specialist support and training from Barndale House Special School. Health support services available include: Speech and Language (SALT); Visual Impairment Team; Paediatric Physiotherapy; Occupational Therapy; Mental Health (CYPS); Oncology; School Nurse; Dieticians and Health Visitors.</p> <p>Breakfast and After School support: All after-school clubs, when available, are accessible by SEND pupils. There is currently no breakfast club, however, vulnerable pupils are supported with breakfast as needed.</p>		
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Each of our pupils has a class 'Base' for registration, they then can move to an appropriate base or small-group area for their teaching sessions. Lessons are as inclusive as possible, with adjustments made depending on need. 1:1 teaching takes place as necessary. All school visits, including residential visits are accessible to SEND pupils. When appropriate, additional funding is sought to provide additional staffing or resources.</p>		

	What proportion of children currently at the school have an SEND? 24% (May 2019)		
PARENT SUPPORT INVOLVEMENT/LIAISON:	How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?		
	<p>Children with SEND and their families/carers work closely with the class teacher, SENCo and outside agencies, as appropriate. Pupils, families and staff create Pupil Profiles and Passports, using Northumberland SEND formats, in order to share knowledge about pupil strengths and needs, as well as identify support arrangements; these are updated termly. Home/school contact books are in place where needed.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Preparations for transitions take place at least a year in advance when possible. We liaise closely with the next setting and organise additional visits, with TA support, to prepare for a smooth transition.</p>		
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>Our Foundation: The school was established in 1857 "for the education of poor persons of the parish of Ellingham according to the principles of the Church of England." This provides the school with a sense of history, tradition and community with St Maurice's Church, Ellingham.</p> <p>Vision: 'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.</p> <p>This is founded in the commandments: Luke 10:27 'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'</p> <p>Mission:</p> <ul style="list-style-type: none"> * We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality. * To live well together with community and church, so that all can flourish. * To foster curiosity and delight in learning; developing confidence, resilience and wisdom. * As a small school, to know, value and support each person as a unique individual of inherent worth. * To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others. * To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen. <p>In Ellingham School, we aim to live through the following values which reflect our Christian vision: Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom</p> <p>We currently use the following intervention programmes : The 'Thrive Approach'; Talk Boost (Early Talk Boost and KS2); Read Write Inc. small group phonics sessions; 1st Class@Number; Paired Reading; Indirect Dyslexia Learning; English and Maths Numicon; Social Skills – 'Feeling Good Group'; 1:1 tuition and 'LifeSkills' learning.</p>		
COMPLETED BY: (Name and position)	Diane Lakey (Headteacher/SENCo)		
DATE COMPLETED:	May 2019	REVIEW DUE:	May 2020